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ABSTRACT

In 1991, a study was conducted at Broome Community College in New York to determine the differences between those faculty members and administrators that supported affirmative action/equal access and those who did not. The study was undertaken to determine whether policies and procedures needed to be refined to ensure equal access and promotional opportunity for all hired. Data for the study were collected through the use of a questionnaire which was distributed to all full-time faculty and administrators. Questions on the survey were used to measure respondents' attitudes toward affirmative action, equal access, and cultural diversity. A total of 105 usable surveys were obtained from a total of 189 faculty and administrators for a 55.5% response rate. The study sought to examine differences in support for affirmative action/equal access based on administrator and faculty gender, (whether females were more supportive), service (whether those with less than 15 years of service were more supportive), and based on highest level of education (whether those with a doctorate were more supportive). The study results showed a significant relationship between the three variables and the responses to the question "Do you believe there is a difference between equal access and affirmative action?" with females, those with less than 15 years of service, and those with a doctorate being more unified in their "yes" responses than the other groups. While other correlations were found on select questions, overall study results did not support a significant relationship between gender, length of service, or highest degree earned and attitudes towards affirmative action/equal access. The survey instrument and data tables are included. (JMC)

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DEVELOPMENT OF A SURVEY OF FACULTY ATTITUDES TO DETERMINE THE NEED FOR A FACULTY DEVELOPMENT PLAN IN AFFIRMATIVE ACTION AT BROOME COMMUNITY COLLEGE

Politics, Law, and Economics

by

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A Practicum Report presented to Nova University in partial fulfillment of the requirements for the degree of Doctor of Education

Nova University

November, 1991

JC 920 042

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DEVELOPMENT OF A SURVEY OF FACULTY ATTITUDES TO DETERMINE THE NEED FOR A FACULTY DEVELOPMENT PLAN IN AFFIRMATIVE ACTION AT BROOME COMMUNITY COLLEGE

By

William S. Davenport

November, 1991

The purpose of this study was to focus on the differences between those faculty members and administrators that support affirmative action/equal access and the faculty members and administrators who do not support affirmative action/equal access. The problem at Broome was that the present affirmative action committee and administration were at odds as to whether there needed to be new policies and procedures to ensure equal access and promotional opportunity for all hired. The three research hypothesis were that there would be a significant difference in support of affirmative action/equal access between those groups of administration and faculty based on (1) gender (females being more supportive), (2) service (those with less than 15 years of service being more supportive), and (3) highest level of education (those with a doctorate being more supportive).

The methodology used in the study was one of research.

A survey was designed and distributed (on campus) to all full-time faculty and administration. Reminders were sent until 105 responses were received. One-dimensional and two-dimensional chi square tests were used to determine if the positions (attitudes) of the administrators and members of the faculty on pre-sellected questions answered on the survey were related to their gender (m/f), length of service (under 15 years/15 years of service and over) and highest earned degree (Bachelors, Masters, Doctorate). Five questions (questions 1, 5, 6, 7, 8, and 9) on the survey pertaining to equal access, affirmative action and cultural diversity were utilized to for the purpose of collecting the data for the research. The hypotheses was tested at the .05 level of significance.

Literature supported the premise that faculty members and administrators need to become more aware of ways to increase their support of affirmative action/equal access. Faculty members were encouraged to remedy policies which reflex underutilization of minorities and women. The three variables (gender, length of service, and highest degree earned) were used in a chi square test to determine if there were significant relationship between each variable and the responses to the question.

This study could not conclude their was a significant relationship between gender, length of service or highest degree earned and the responses to the attitude survey. The study, based upon the literature review, recommended

that the college should consider instituting a audit would benefit the institution. This study could be utilized as the beginning of that audit. This recommendation was made to the affirmative action officer and the vice president of academic affairs.

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Chapter 1

INTRODUCTION

Background and Significance

Dr. Ernest Boyer, President of the Carnegie Foundation for the Advancement of Teaching, summarized a problem facing higher education today when he remarked, "Higher Education has been drifting along but we no longer have a choice... it must address the more diversified population and renew our commitment to enriching the campuses" (Boyer, 1990). In the last two Middle States Accreditation reports on Broome Community College (BCC), the college has been reprimanded for its failure to employ minorities and the lack of feasible procedures for recruiting and hiring minorities at the college.

The realization that the institution may have policies and/or procedures which discriminate against women and minorities brought demands from some faculty to alleviate and eventually eliminate discrimination on our campus. On the other hand, many faculty still are ignorant of the definition of equal access/affirmative action, lack the understanding of the rationale behind this endeavor, and many choose to hide from the reality and disregard the ramifications for failure to comply with both the recommendations of the Middle States Accrediting Association

as well as with the law. An effective college establishes priorities and designs procedures to extend and encourage faculty diversification. The problem at Broome is that the present administration and the Affirmative Action Committee are at odds as to whether new policies and procedures are needed to ensure equal access and promotional opportunity for all hired.

Purpose

The purpose of this study was to focus on the differences between those administrators and faculty members who support affirmative action/equal access and the administrators and faculty members who do not support affirmative action/equal access and to determine if there was a relationship between the support/lack of support and three variables of the participants (gender, years of service at BCC, and level of education). The data obtained was from a survey of the administration and faculty at Broome Community College.

Research Hypothesis

The study was based upon three research hypotheses. One research hypothesis was that there will be a significant difference in support of affirmative action/equal access between the male administrators and faculty members and the female administrators and faculty members (females being more supportive than males). The second hypothesis was that there will be a significant difference in support of affirmative action/equal access between those administrators

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and faculty members with under 15 years of service and those administrators and faculty members with 15 years and over of service (the administrators and faculty members with under 15 years of service being more supportive than those with 15 or more years of service). The third research hypothesis was that there will be a significant difference in support of affirmative action/equal access between those administrators and faculty members with their highest level of education either a Bachelors or Masters degree and those administrators and faculty members with their highest level of education at the Doctorate level (the administrators and faculty members with the Doctorate will be more supportive than the administrators and faculty members with less than a Doctorate degree). The three independent variables were based on gender (male, female), service (under 15 years of service and 15 years and over), and level of education (Bachelors, Masters, Doctorate level). The dependent variable was the support of affirmative action.

Significance to the Institution

The significance to Broome Community College was that the results would indicate whether there is a need to develop faculty workshops and, if so, what to include in the workshops in order to educate the campus community and develop support for revision of campus policy. This would allow BCC to become pro-active in the recruitment, tenure, and promotion of minorities on the campus. The intent was the institution would become more aware of the opinions and

attitudes of the personnel presently working at the college regarding affirmative action/equal access.

The practicum related to the seminar of Politics, Law and Economics in that diversification of the student body and the campus community is essential for the enrichment of higher education. The ability of the campus to react to this diversification by recruiting, maintaining (tenure), and promoting minorities will affect the cultural diversity, the economic picture (financial aid) of the college, not to mention that it would maintain the institution within the law.

Chapter 2

LITERATURE REVIEW

The literature review during this study covered three distinct areas: (1) the historical development of affirmative action in the United States, the development and impact of affirmative action in and on higher education, and (3) information on the development and utilization of a survey. Court records demonstrate institutions in higher education have been discriminating against women and minorities, especially in the areas of hiring, tenure and promotions for years, with very little relief since the Civil Rights Act of 1964 (Farley, 1981; Bok, 1982; Blanchard, 1989; Dervaries, 1990). A Bill before Congress had as its purpose the amending of the Civil Rights Act of 1964, strengthening the laws that ban discrimination, responding to Supreme Court decisions that limited the protection of the Act, and providing more effective deterrence and adequate compensation for victims.

Current inequities constitute centuries of racism and sexism (Blanchard, 1989). The realization that many institutions had policies which unintentionally discriminate against women and minorities brought demands for legislation to alleviate and eventually eliminate discrimination (Equal Opportunity). The demands were also heard to eliminate the effects of past discrimination (Affirmative Action). Law is

defined as the set of principles, rules, and standards of conduct developed by, applied to, and enforced by society (Barnes, 1987). The institutions, as part of society, must operate within the confines of the law. The issue of discrimination is complex, but the institutions must establish effective mechanisms for resolving the problem (Farley, 1981).

The Civil Rights Act of 1964 was passed to "ban discrimination" and promote equal treatment without regard to "Race, Color, Religion, Sex, or National Origin." However, the Civil Rights Act specifically exempted Higher Education from its jurisdiction (U.S. Commission on Civil Rights, 1975). In September 1965, President Johnson enacted Executive Order 11246 requiring industry to take affirmative action to ensure fair and equal treatment regarding recruitment, employment, demotions, promotions, and transfers. This regulation encouraged industry to establish a specific set of "result-oriented" procedures, aimed at ensuring equal employment for certain target groups (women and minorities). The Readjustment Assistance Act of 1974 added handicapped individuals and veterans to the list of target groups (Blanchard, 1989). In 1972 the Civil Rights Act of 1964 was amended (Higher Education Act, Title IX of the Education Amendments of '72) to remove the Higher Education exemption.

Discrimination existed as a pattern of unjustifiably negative treatment of persons by virtue of their group membership (Blanchard, 1989). It was felt that higher

education, under the regulations of the Civil Rights Act, would improve their conditions. Dr. Boyer states that affirmative action charges the institutions with the great challenge of diversity (Boyer, 1990). The challenge is to take action to remedy staffing and recruiting patterns which reflect underutilization of minorities and women and to prevent future employment discrimination (Commission on Civil Rights, 1975).

Nondiscrimination must be a high priority of the administration, or the institutions will not be committed and therefore will not be pro-active in nondiscriminatory actions for the campus. A recommendation of the Carnegie Council on policy studies in higher education stated the institutions should make good-faith efforts to achieve the goal of additional women and minorities (Commission on Civil Rights, 1975). A gradual approach to affirmative action is to avoid the change, but taking this position will only tarnish the image of the institution and prolong corrective policy.

The implication of these policies, especially since the Higher Education Act of 1972, has been to improve the educational level of higher education (Boyer, 1990). These regulations should be used as a framework to guide the institutions toward redefining their policies, actions, and attitudes and promoting equality. Institutions need to see affirmative action as an enrichment of the campus, not the law! While higher education was among the first to adopt

formal programs and incorporate their policies into practice (Blanchard, 1989), race and sex discrimination still persist (Blanchard, 1989; Boyer, 1990; and Jaschik, 1990). Positive results are that the debate has shifted from support of affirmative action policy to debating the types of methods used in Affirmative Action programs (Blanchard, 1989). In a July 1990 article of the Chronicle, a polling showed 80 percent of the participants are conducting some effort to increase numbers of "target groups" at their institutions (Magner, 1990). The success/failure of affirmative action in higher education depends on the political climate, public opinion, and adequate enforcement on the individual campus.

Federal bills are passed into law by Congress; however, the interpretation of the laws in the court system many times will strengthen, modify or even negate their original meaning (Barnes, 1987). The regulations addressing discrimination in society in general, and in higher education in particular, have been distorted and, according to many, misinterpreted by the decisions handed down by court rulings and Supreme Court decisions. The regulations were established to ban discrimination and to support specific and "result-oriented" procedures aimed at helping various target groups (American Indian, Asian, Black, Hispanic). Later these regulations were expanded to include handicapped and veterans of foreign wars (Blanchard, 1989).

These regulations caused much controversy at first. While present studies show positive gains in the

representation of the target groups, initial reaction was mixed. Many felt the regulations were lowering standards of employment and promotions and that the regulations encouraged quotas (Commission on Civil Rights, 1975). Others were going through the motions, meeting the letter of the law but not the spirit of the law (Santos, 1990). Many institutions were able to reject the conscious malevolence and gross indifference but were unable to confront the levels of unconscious action and indifferences (Olivas, 1989).

It was anticipated these legislations would remedy the recruiting, staffing and promotion of women, minorities, handicapped and veterans. However, what was not anticipated was certain governmental activities and court rulings which seemed to erode the success and growth of affirmative action across higher education. When the business community complained it was difficult to comply and that the regulations were obstructive and oppressive, the Office of Federal Contract Compliance made it easier for business to comply (Goodman, 1976). While some businesses felt you could not end discrimination by changing the definition, or improve the enforcement by eliminating half of the regulations, others heralded the change as a willingness of the government to work with industry (Goodman, 1976).

The Adams Case of 1970 is one example of the impact court rulings have had on higher education compliance. In this case the The Department of Health, Education and Welfare was accused of not enforcing the Title VII of the

Civil Rights Law of 1964. This case had been tied up in litigation until 1987 when Federal District Court Judge Pratt ruled to dismiss the case on the grounds the group bringing suit did not have grounds to represent Adams. During this time and since 1987, the litigation and the court ruling allowed the Federal Department of Education to decrease its efforts to force state higher education systems to desegregate. During this time the monitoring of state plans to increase black enrollment and graduation rates as well as minority faculty hiring, tenure and promotion was dropped. Increased tuition, raising admission standards, and assessment requirements resulted in discouraging minorities from attending college (Jaschik, 1990).

A faculty member's attitude and behavior are profoundly influenced by his or her status in the social system, and without monitoring, many institutional attitudes during this time were, "How little can I do to fulfill the requirements without changing policy?". Obligations and commitments by higher education were not universally found (Commission of Civil Rights, 1975). Solutions to discrimination begin with administration, and without their positive climate and charge to the campus for results, little change and less compliance took place (Boyer, 1990). The U.S. Court of Appeals' reversal of the Pratt ruling in 1989 will allow monitoring and direction by the Federal Department of Education of the states that do not comply.

In June of 1978 the Bakke decision by the Supreme Court made racial quotas illegal. This was a setback to higher education as well as industry, who had prior to this time been directed to initiate quotas as part of their redefining of hiring policies. After ten years of allowing Affirmative Action plans agreed upon during labor negotiations to have jurisdiction over hiring practices, the 1989 Supreme Court decision (Martin v. Wilks) noted, "voluntary settlements between employees/employer cannot possibly settle conflicts and claims of discrimination by potential employees who do not join the agreement [not hired]."

The Ward Cove Packing v. Atonio decision by the Supreme Court in 1989 shifted the burden to the employee of proving the challenged practice was not necessary and hence possible discrimination. Another decision by the Supreme Court in 1989, the City of Richmond v. Croson, stated that minority set-aside programs may support affirmative action but may also violate constitutional rights. The ruling went on to say hiring minorities because they are minorities is a serious abuse of the Civil Rights Act of 1964.

These decisions dealt continuous setbacks to the supporters of affirmative action. Even the members of Congress, involved in the adoption of the Civil Rights Law of 1964, Higher Education Act of '72, and Readjustment Assistance Act of '74 felt a need to "restore and strengthen" civil rights law. Industry, and Higher Education in particular, needs to be reminded they have an

obligation of fair and honest recruitment and hiring. It is not enough to merely acknowledge that there is a problem, but institutions must set criteria for the recruiting, hiring, promotion, and granting of tenure for women and minorities. Higher Education does not have a choice; they set the tone and climate for the next generation and the present and future leaders of industry and education. Congress realized it must address the failings of the law as pointed out by recent Supreme Court decisions.

A Bill before the Senate (S.2104) and House of Representatives (H.R.4000) was to be known as the Civil Rights Act of 1990. Its purpose, as stated in the introduction of the Bill, was to "amend the Civil Rights Act of 1964 to restore and strengthen civil rights laws that ban discrimination." Further on in Section 2 of the Bill it stated the purpose was to ". . . respond to the Supreme Court's recent decisions by restoring the civil rights protections that were dramatically limited by those decisions" and later stated ". . . to strengthen exiting protections . . . and provide more effective deterrence and adequate compensation for victims of discrimination." It was quite clear in its purpose! Congress intended to support Affirmative Action and Equal Opportunity at all costs.

Affirmative Action means "Action." The Bill showed a renewed commitment on the part of Congress to encourage renewed commitment on the part of Higher Education. No

longer will they allow varying degrees of commitment. Institutions can no longer just acknowledge that there is a problem. The Bill would require institutions to increase their hiring and promotional policies so as to truly be based on merit without discrimination. The institution will have to defend any personnel policy that results in a possible negative impact on women and minorities (Dervaries, 1990). Institutions will have to monitor personnel decisions, providing data to support all decisions. Attorney General Richard Thornburgh believed the Bill would "place institutions in nearly impossible positions, . . . forcing them to adopt silent practices of quota hiring/ promotion policies . . . causing statistical imbalances" (Dervaries, 1990). He recommended President Bush veto the Bill in its present form.

The Bill stated the institution can and will show all personnel decisions are directly related to effective job performance. Failure to provide this data will allow the plaintiff punitive damages. Civil Rights are back!

The new Civil Rights Act of 1990, if supported by President Bush, had as its intent the banning of discrimination and restoring of rights taken away by court actions over the last ten years. Institutions of Higher Education will be closely monitored to ensure a renewed commitment and compliance with Affirmative Action. Debates no longer will center on the need for Affirmative Action but rather on the creative new methods used and their success/failure rates.

The target groups (minorities, women, handicapped and veterans) must decide to stop cooperating in their own oppression and insist their institutions assess and modify, if necessary, their hiring and employment polices. Higher Education will feel the impact. The look of the college campus, faculty, and administration will change. Congress is committed to banning discrimination, and Higher Education must follow.

Colleges and universities of higher education are increasingly utilizing research to defend, justify, and/or present data to the various interest groups involved in the decision-making process. The proper skill, knowledge, and application of research lends credentials to the results. Surveys are a widely used technique of obtaining data in learning institutions. The degree to which the sample represents the population is the degree to which results for one are applicable to the other (Gay, 1981).

In most studies, simple sampling will usually be the most appropriate sampling technique (Gay, 1981). Another element in the study is the sample size. Usually the problem will be too few subjects rather than too many. In general, the minimum number of subjects believed to be acceptable for a study depends upon the type of research involved. The survey should be systematic, representative, objective, and quantifiable (Isaac, 1981). In descriptive research, a sample size of ten percent of the population is considered minimum. For correlational studies at least 30

subjects are needed to establish the existence or nonexistence of a relationship (Gay, 1981).

Reliability is the accuracy of measurement by the survey. Reliability places an upper limit on the degree to which the survey can correlate with anything else. One of the best methods of determining reliability is by correlating scores received by a set of individuals at two different times (Slovin, 1984). This is called test-retest reliability. If the correlation is high, the user of the survey could conclude the scale is reliable.

Validity refers to the degree to which the instrument actually measures the concept it is supposed to measure. Surveys are used for several types of judgement, and for each type of judgement a different type of investigation is required to establish validity. Criterion-related validity was utilized in this practicum. This method demonstrates by comparing the test scores with external variables (in this study three) to provide a direct measurement of the characteristics or behaviors in question (Isaac, 1981). A survey may be reliable, but that does not mean that it measures what it is supposed to measure. Utilizing experts in the field of research to review the survey and determine if it measures what it is supposed to measure will provide the validity necessary to validate the data.

Chapter 3

METHODOLOGY AND PROCEDURES

Methodology

The methodology used in this study was one of research. In order to determine if there were relationships in the study (the three variables of gender, length of service, highest level of education), two-dimensional chi square tests were used. A one-dimensional chi square was used within each variable to determine if there were relationships within the variables (male/female in gender, 15 years of service and over/less than 15 years of service in length of service, and Bachelors-Masters/or Doctorates in the level of education).

Population

The participants in this study were 105 of the 189 members of the faculty and administration at Broome Community College during the spring semester, 1991. A breakdown of the faculty who participated showed a total of 95 faculty members, 62 male and 33 female (Table 1, page 18). There were 10 administrators, 8 male and 2 female, (Table 2, page 19) who participated. The total group of participants (Table 3, page 20) was comprised of 105 participants of which 50 participants had 15 years of

service and over, 55 with less than 15 years of service, five with Bachelors degrees, 75 with Masters, and 25 with Doctorates.

Instrumentation

The administrators and full-time faculty on campus were sent a survey through the school mail (Appendix A). A reminder was sent out two weeks later to the entire population urging them to participate in the study. The second notice was sent within two weeks, since the initial response had not obtained 100 surveys. Continued reminders were distributed until 105 surveys were returned (55.5 per cent of 189). The survey was designed for, and the 105 returned surveys were used for, determining whether these people had a positive and pro-active attitude toward affirmative action. The survey was also used to determine if the administrators and faculty had a clear understanding of the necessity for changing college policies to actively recruit, hire, and maintain a diverse faculty. While the Board of Trustees establish policy, the faculty members and administrators are actively involved in the recommendation of changes which will enhance the college environment. Together with the Board of Trustees, the faculty (within each division) and administrators are responsible for actively recruiting, selecting/hiring and maintaining the faculty for each academic department.

The validity of content of the survey was established by calling upon five peers (two from the Office of

Table 1

Breakdown of Ninety-Five Respondents by Gender, Length of Service, and Highest Level of Education in the Survey of Faculty Members at Broome Community College in Regards to Affirmative Action/Equal Access, Spring 1991

	Gender		
	Male	Female	Total
Length of Service			
15 years and Over	35 (36.8%)	14 (14.7%)	49
Under 15 Years	27 (28.4%)	19 (20.1%)	46
Total	62	33	95
Highest Level/Education			
Associates	0 (0.0%)	0 (0.0%)	0
Bachelors	5 (5.30%)	0 (0.0%)	5
Masters	43 (45.3%)	30 (31.6%)	73
Doctorate	14 (14.7%)	3 (3.10%)	17
Total	62	33	95

Institutional Research, three from the affirmative action task force) to review the instrument. The reliability of the survey (consistency and stability) was determined by retesting a select group with the identical survey to form a comparison of the two measurements.

Statistical Analysis

Chi square tests were used to determine if the position (support) of the administrators and faculty members on pre-selected questions on the survey related to their gender, related to their length of service, or related to their highest level of education. There were three null hypotheses for the study. The first null hypothesis was there was no significant difference as to the support of

Table 2

Breakdown of Ten Respondents by Gender, Length of Service, and Highest Level of Education in Survey of Administrators at Broome Community College in Regards to Affirmative Action Equal Access, Spring 1991

	Gender		
	Male	Female	Total
Length of Service			
15 years and Over	0 (00.0%)	1 (10.0%)	1
Under 15 Years	8 (80.0%)	1 (10.0%)	9
Total	8	2	10
Highest Level/Education			
Associates	0 (0.0%)	0 (0.0%)	0
Bachelors	0 (0.0%)	0 (0.0%)	0
Masters	2 (20.0%)	0 (0.0%)	2
Doctorate	6 (60.0%)	2 (20.0%)	8
Total	8	2	10

affirmative action/equal access between the group of male administrators and faculty members and the group of female administrators and faculty members (neither group being more supportive than the other group).

The second null hypothesis was there was no significant difference as to the support of affirmative action/equal access between the group of faculty members and administrators with under 15 years of service and the group of administrators and faculty members with 15 years of service and over (neither group being more supportive than the other group). The third null hypothesis was there was no significant difference between support of affirmative action/equal access between the group of administrators and faculty

members with their highest level of education either a Bachelors or Masters degree and the group of administrators and faculty members with their highest level of education at the Doctorate level (neither group being more supportive than the other group).

Table 3

Breakdown of One Hundred and Five Respondents by Gender, Length of Service, and Highest Level of Education in Survey of Faculty/Administration at Broome Community College in Regards to Affirmative Action/Equal Access, Spring 1991

	Gender		
	Male	Female	Total
Length of Service			
15 years and Over	35 (33.4%)	15 (14.2%)	50
Under 15 Years	35 (33.4%)	20 (19.0%)	55
Total	70	35	105
Highest Level/Education			
Associates	0 (0.0%)	0 (0.0%)	0
Bachelors	5 (4.75%)	0 (0.0%)	5
Masters	45 (42.9%)	30 (28.6%)	75
Doctorate	20 (19.0%)	5 (4.75%)	25
Total	70	35	105

There were three alternative hypotheses for this study. The first alternative hypothesis was there will be a significant difference in support of affirmative action/ equal access between the group of male administrators and faculty members and the group of female administrators and faculty members (females being more supportive). The second alternative hypothesis was there will be a significant difference in support of affirmative action/equal access

between those administrators and faculty members with under 15 years of service and those administrators and faculty members with 15 years of service and over (the group with under 15 years of service being more supportive). The last alternative hypothesis was there will be a significant difference in support of affirmative action/equal access between those administrators and faculty members with their highest level of education either a Bachelors or Masters degree and those administrators and faculty members with their highest level of education at the Doctorate level (the members with Doctorates being more supportive). The hypotheses were tested at the .05 level of significance. This would be the conventional level for rejecting a null hypothesis of this sample size (105 participants).

Limitations

There were four limitations to the study. A limitation to the study was the results are limited to Broome Community College. A second limitation was the results are dependent on the reliability/validity of the survey designed for this study. A third limitation was that only 105 administrators and faculty members participated out of the possible 189 that were sent a survey. The fourth limitation was that the Board of Trustees was not surveyed.

Assumptions

A number of assumptions were made concerning this study. One assumption was the population surveyed

represented the entire population (administration and full-time faculty). The second assumption was that the participants would respond only once to the survey. Another assumption is the respondents would be honest and sincere in their responses. A fourth assumption was the results of the survey and literature review would provide positive effects on the necessity for changing policies to actively recruit, hire, and maintain a diverse faculty. The last assumption was there was a relationship between attitudes and one's willingness and ability to change policies.

Chapter 4

RESULTS

This study was based on the premise that Broome Community College needs to increase the support for affirmative action/equal access and move toward cultural diversity. The study was established to determine whether policies and procedures need to be refined to ensure equal access and promotional opportunity for all hired. The study focused on the differences, if any, between those members of the faculty and administration who support affirmative action/equal access and those members of the faculty and administration who do not support affirmative action/equal access. Literature was reviewed to determine the historical development of affirmative action in the United States and especially its impact on higher education.

A review of the literature showed that institutions of higher education have been discriminating for years against women and minorities, especially in the areas of hiring, tenure and promotions. Literature also pointed out that institutions had policies which unintentionally discriminate against women and minorities. These realizations brought demands for legislation to alleviate and eventually eliminate discrimination (equal opportunity) and eliminate the past wrongs of discrimination (affirmative action).

Nondiscrimination must become a high priority of administration and faculty, challenging them to take action, if necessary, to remedy recruiting, staffing and promotional policies which reflect underutilization of minorities and women.

In July 1990, an article in the Chronicle, showed a polling which illustrated 80 percent of the participants are conducting some effort to increase numbers of "target groups" at their institutions. Solutions to eliminate discrimination begin with a positive attitude on the part of faculty and administration (Boyer, 1990). Affirmative action means "Action." Debates on campus can no longer center on the need for affirmative action but on the creative new methods used and their success/failure rate.

This study focused on the differences, if any, between those members of the faculty and administration who support affirmative action/equal access and those members of the faculty and administration who do not support affirmative action/equal access. The study was based upon three research hypotheses. The first research hypothesis was there will be a significant difference in support of affirmative action/ equal access between the group of male administrators and faculty members and the group of female administrators and faculty members (females being more unified). The second research hypothesis was there will be a significant difference in support of affirmative action/equal access between those administrators and faculty

members with under 15 years of service and those administrators and faculty members with 15 years of service and over (the group with under 15 years of service being more unified). The last research hypothesis was there will be a significant difference in support of affirmative action/equal access between those administrators and faculty members with their highest level of education either a Bachelors or Masters degree and those administrators and faculty members with their highest level of education at the Doctorate level (the members with Doctorates being more unified).

The procedure was to survey (Appendix A) the administration and full-time faculty of Broome Community College through the school mail. Steps were taken to ensure the validity of content and reliability of the survey (pages 17/18). Continued reminders were sent until returns were over fifty percent. The final figure was 105 surveys were returned (55.5 percent of the possible 189). The numeric breakdown of the participants as to gender, length of service at BCC, and level of education is shown in Chapter 3, Table 3, page 20.

Chi square tests were used to determine if the position indicated by the administration and faculty on pre-selected questions (numbers 1, 6, 7, 8, and 9) of the survey instrument related to their gender, related to length of service, or related to their level of education. The null hypothesis were there was no significant difference between attitudes

and gender, attitudes and length of service or attitudes and highest level of education. The alternative hypothesis was there is a significant difference between attitudes and gender, attitudes and length of service or attitudes and highest level of education. All hypotheses were tested at the .05 level of significance. This would be the conventional level for rejecting a null hypothesis of this sample size.

The contingency tables (Appendix B & C) show the data. Some of the tables (Appendix B) are two-dimensional; either a two-by-two matrix (gender--male/female or length of service--under 15 years of service or 15 and over years of service) or a two-by-three matrix (highest level of education--Bachelors, Masters, or Doctorate). The purpose of those was to determine the independence between the groups. The rest of the contingency tables (Appendix C) are one-dimensional; a one-by-two matrix (male--yes/no, female--yes/no, under 15 years of service--yes/no, 15 years of service and over--yes/no, Bachelors or Masters--yes/no, or Doctorate--yes/no). These were used to measure the degree of neutrality in a particular segment of the response. Composite tables (4-8) are used to illustrate the data in this section. In each table the results of the chi square test are shown for each of the variables (gender, length of service and level of education) and whether there was a significant relationship.

Table 4

Results of the Survey of the Attitude of Administration and Faculty Showing a Comparison of Gender, Length of Service, and Highest Earned Degree and Whether There was a Relationship Between Attitude and Gender, Length of Service and Highest Earned Degree, "Do you believe there is a difference between Equal Access and Affirmative Action?", Broome Community College, Spring 1991

Variable	Relationship	Variable	Results Chi Square	Relationship
Male	YES ***			
	***			
	*****	Male/Female	5.578	YES
	***			
Female	YES ***			
15 years & over	YES ***			
	***			
	*****	Length of Service	12.1632	YES
	***			
Under 15 Years	YES ***			
Masters	YES ****			
	*****			
	*****	Highest Degree	9.887	YES
	*****			
Doctorate	YES ****			

Table 4 (page 27) illustrates the results of the survey for the question, "Do you believe there is a difference between Equal Access and Affirmative Action?". The chi square for the variable of gender was 5.578. The degrees of freedom (1) and the value of chi square required for significance at the 5 percent level of confidence was 3.841. This supports the research hypothesis that there was a significant difference in response to this question based on

gender. The one-dimensional chi squares (Tables A and B, Appendix C) illustrate both the males and the females showed a significant response for the yes response. The males had a larger number of positive responses (60 yes, 10 no), but the females were more unified with their response (35 yes, 0 no or 100% yes).

The two-dimensional chi square for the variable of length of service was 12.1632. The degrees of freedom (1) and value of significance at the .05 level of confidence (3.841) supports the research hypothesis that there was a significant difference in response to this question based on length of service. The one-dimensional chi squares for length of service show a significant relationship in those with 15 years of service and over (40 yes, 10 no) and those with less than 15 years of service (55 yes, 0 no). There is a more unified relationship of the members with less than 15 years of service than those with 15 years of service and over.

The chi square for the variable of level of education in this question was 9.887. The number of degrees of freedom (2) associated with this variable and the value of chi square required for significance at the 5 percent level (5.991) supports the research hypothesis that there was a significant difference in response to the question based upon the highest degree earned. The one-dimensional chi squares for level of education shows a significant relationship in those with a Bachelors/Masters (61 yes, 10 no) and also those with a

Doctorate (24 yes, 0 no). There is a more unified relationship of the participants with a Doctorate than those with a Bachelors or Masters as their highest degree.

Table 5 illustrates the results of the response to the question number 6, "Do you believe the College should make a good-faith effort to achieve the goal of additional women and minorities?". The chi square for the variable of gender

Table 5

Results of the Survey of the Attitude of Administration and Faculty Showing a Comparison of Gender, Length of Service, and Highest Earned Degree and Whether There was a Relationship Between Attitude and Gender, Length of Service and Highest Earned Degree, "Do you believe the college should make a good-faith effort to achieve the goal of additional women and minorities?", Broome Community College, Spring 1991

Variable	Relationship	Variable	Results Chi Square	Relationship
Male	YES ***			
	***			
	*****	Male/Female	7.915	YES
	***			
Female	YES ***			
15 years & over	YES ***			
	***			
	*****	Length of Service	2.4674	NO
	***			
Under 15 Years	YES ***			
Masters	YES ****			
	*****			
	*****	Highest Degree	6.479	YES
	*****			
Doctorate	YES ****			

was 7.915. The number of degrees of freedom associated with this variable was 1. The value of chi square required for significance at the 5 percent level was 3.841. The study supported the research hypothesis that there was a significant difference in response to this question based on gender. The one-dimensional chi squares (Tables G and H, Appendix C) illustrate both the males and the females showed a significant response for the positive response. The males had a large number of positive responses (55 yes, 15 no), but the females were more unified with their response (35 yes, 0 no or 100% yes).

The chi square for the variable of length of service was 2.4674. The number of degrees of freedom associated with this variable was 1. The value of chi square required for significance at the 5 percent level was 3.841. This rejects the research hypothesis that there was a significant difference in response to this question based on length of service. The study supports the null hypothesis that there was no significant relationship between the response to the question based on length of service. The one-dimensional chi squares for length of service show a significant relationship of the members with 15 years of service and over (40 yes, 10 no) and those with less than 15 years of service (50 yes, 5 no).

The chi square for the variable of level of education in this question was 6.479. The number of degrees of freedom associated with this variable was 2. The value of

chi square required for significance at the 5 percent level was 5.991. This supports the research hypothesis that there was a significant difference in response to the question based upon the highest degree earned. The one-dimensional chi squares illustrate both the Bachelors/Masters and Doctorate showed a significant response for the yes response. The Bachelors/Masters had a larger numbers of

Table 6

Results of the Survey of the Attitude of Administration and Faculty Showing a Comparison of Gender, Length of Service, and Highest Earned Degree and Whether There was a Relationship Between Attitude and Gender, Length of Service and Highest Earned Degree, "Do you believe there should be a concern about Cultural Diversity on the campus of Broome Community College?", Broome Community College, Spring 1991

Variable	Relationship	Variable	Results Chi Square	Relationship
Male	NEUTRAL*			
	***			
	*****	Male/Female	9.92	YES
	***			
Female	YES ***			
15 years & over	NEUTRAL*			
	***			
	*****	Length of Service	6.077	YES
	***			
Under 15 Years	YES ***			
Masters	YES ****			
	*****			
	*****	Highest Degree	2.992	NO
	*****			
Doctorate	NEUTRAL*			

positive responses (65 yes, 15 no), but the Doctorates were more unified with their response (25 yes, 0 no or 100% yes).

Table 6 (Page 31) illustrates the results of the response to the question, "Do you believe there should be concern about Cultural Diversity on the campus of Broome Community College?". The chi square for the variable of gender was 9.92. The number of degrees of freedom associated with this variable was 1. The value of chi square required for significance at the 5 percent level was 3.841. This supports the research hypothesis that there was a significant difference in response to this question based upon gender. The one-dimensional chi squares (Tables M and N, Appendix C) illustrate the males were neutral and the females showed a significant response for the positive response. The males had a large number of positive responses (40 yes or 57% yes) but a large number of negative responses (30 no); the females were more unified with their response (30 yes, 5 no or 85.7% yes).

The chi square for the length of service was 6.077. The number of degrees of freedom associated with this variable was 1. The value of chi square required for significance at the 5 percent level was 3.841. This supports the research hypothesis that there is a significant relationship in response to the question based upon the length of service. The one-dimensional chi squares (Tables O and P, Appendix C) illustrate the members with 15 years of service and over were neutral and the members with under 15

years of service showed a significant response for the positive response. The 15 years and over group had a large number of positive responses (30 yes or 60% yes) but a large number of negative responses (20 no); the group of under 15 years of service were more unified with their response (45 yes, 10 no or 81.8% yes).

The chi square for the highest degree earned was 2.992. The number of degrees of freedom associated with this variable was 2. The value of chi square required for significance at the 5 percent level was 5.991. The study supports the null hypothesis that there was no significant relationship in response to the question based upon the highest degree earned. The one-dimensional chi squares (Tables Q and R, Appendix C) illustrate the members with a Doctorate were neutral and the members with a Bachelors/ Masters showed a significant response for the positive response. The Doctorate group had a small number of positive responses (15 yes or 60% yes) but a large number of negative responses (10 no); the group of Bachelors/Masters were more unified with their response (55 yes, 25 no or 68.7% yes).

Table 7 (page 34) illustrates the results of the response to the question, "Do you believe there is a relationship between Cultural Diversity and Affirmative Action?". The chi square for the variable of gender was 1.54. The number of degrees of freedom associated with this variable was 1. The value of chi square required for

significance at the 5 percent level was 3.841. This rejects the research hypothesis that there was a significant difference in response to this question based upon gender. The study supports the null hypothesis that there was no significant relationship between the response to this question and gender.

Table 7

Results of the Survey of the Attitude of Administration and Faculty Showing a Comparison of Gender, Length of Service, and Highest Earned Degree, and Whether There was a Relationship Between Attitude and Gender, Length of Service and Highest Earned Degree, "Do you believe there is a relationship between Cultural Diversity and Affirmative Action?", Broome Community College, Spring 1991

Variable	Relationship	Variable	Results Chi Square	Relationship
Male	NEUTRAL*			
	***			
	*****	Male/Female	1.54	NO
	***			
Female	NEUTRAL*			
15 years & over	NEUTRAL*			
	***			
	*****	Length of Service	.2203	NO
	***			
Under 15 Years	NEUTRAL*			
Masters	NEUTRAL*			
	*****			
	*****	Highest Degree	6.13	YES
	*****			
Doctorate	NEUTRAL*			

The one-dimensional chi squares (Tables S and T, Appendix C) illustrate the males and females were neutral. The males had a large number of positive responses (35 yes or 50% yes) but also a large number of negative responses (35 no); the females' responses were more positive, with 62% answering yes (22 yes, 13 no).

The chi square for the variable of length of service was .2203. The number of degrees of freedom associated with this variable was 1. The value of chi square required for significance at the 5 percent level was 3.841. This rejects the research hypothesis that there was a significant difference in response to this question based upon length of service. The study supports the null hypothesis that there was no significant relationship between the response to the question and length of service. The one-dimensional chi squares (Tables U and V, Appendix C) illustrate the members with 15 years of service and over and the members with under 15 years of service were neutral. The members with 15 years of service and over had a number of positive responses (25 yes or 50% yes) but also an equal number of negative responses (25 no); the members with less than 15 years of service responded with more positive numbers when 54.5% answered yes (30 yes, 25 no).

The chi square for the variable of highest degree earned was 6.13. The number of degrees of freedom associated with this variable was 2. The value of chi

square required for significance at the 5 percent level is 5.991. This supports the research hypothesis that there was a significant difference in response to this question based upon the highest degree earned. The one-dimensional chi squares (Tables W and X, Appendix C) illustrate the members with a Bachelors/Masters degree and the group with Doctorate degrees were neutral. Those with a Bachelors/ Masters degree had a number of positive responses (40 yes or 50% yes) but also an equal number of negative responses (40 no); the members with Doctorate degrees responded with more positive numbers, with 60.0% answering yes (15 yes, 10 no).

Table 8 (page 37) illustrates the results of the last question, "Do you believe there is a relationship between Cultural Diversity and Equal Access?". The chi square for the variable of gender was 1.9555. The number of degrees of freedom associated with this variable was 1. The value for the chi square required for significance at the 5 percent level was 3.841. This rejects the research hypothesis that there was a significant difference in response to this question based upon gender. The study supports the null hypothesis that there was no significant relationship between the response to this question and gender. The one-dimensional chi squares (Tables Y and Z, Appendix C) illustrate the males and females were neutral. The males had a large number of negative responses (40 no or 57.1%) but also a large number of positive responses (30 yes); the

females' responses were more positive, with 57.1% answering yes (20 yes, 15 no).

The chi square for the variable of length of service was .2100. The number of degrees of freedom associated with this variable was 1. The value for the chi square required for significance at the 5 percent level was 3.841. This rejects the research hypothesis that there was a significant

Table 8

Results of the Survey of the Attitude of Administration and Faculty Showing a Comparison of Gender, Length of Service, and Highest Earned Degree and Whether There was a Relationship Between Attitude and Gender, Length of Service and Highest Earned Degree, "Do you believe there is a relationship between Cultural Diversity and Equal Access?", Broome Community College, Spring 1991

Variable	Relationship	Variable	Results Chi Square	Relationship
Male	NEUTRAL*			
	***			
	*****	Male/Female	1.9555	NO
	***			
Female	NEUTRAL*			
15 years & over	NEUTRAL*			
	***			
	*****	Length of Service	.2100	NO
	***			
Under 15 Years	NEUTRAL*			
Masters	NEUTRAL*			
	*****			
	*****	Highest Degree	8.896	YES
	*****			
Doctorate	YES ****			

difference in response to this question based upon length of service. The study supports the null hypothesis that there was no significant relationship between the response to this question and length of service. The one-dimensional chi squares (Tables AA and BB, Appendix C) illustrate the members with 15 years of service and over and the members with under 15 years of service were neutral. The members with 15 years of service and over had a number of positive responses (25 yes or 50 % yes) but also an equal number of of negative responses (25 no); the members with less than 15 years of service responded with more positive numbers when 54.5% answered yes (30 yes, 25 no).

The chi square for the variable of highest degree earned was 8.896. The number of degrees of freedom associated with this variable was 2. The value for the chi square required for significance at the 5 percent level was 5.991. This supports the research hypothesis that there was a significant difference in response to this question based upon highest degree earned. The one-dimensional chi squares (Tables CC and DD, Appendix C) illustrate the members with a Bachelors/Masters degree were neutral and the members with Doctorates showed a significant response for the yes response. Those with a Bachelors/Masters degree had a number of positive responses (45 yes or 56.25% yes) but also a number of negative responses (35 no); the members with Doctorate degrees responded with more positive numbers, with 80.0% answering yes (20 yes, 5 no).

Chapter 5

DISCUSSION, CONCLUSIONS, IMPLICATIONS AND RECOMMENDATIONS

Discussion

This study was based on the premise that faculty and administration at any community college need to increase the support for affirmative action/equal access. The study was held to determine if there was a need for a faculty development plan in affirmative action at Broome Community College. Literature pointed out current inequities and that they are the result of centuries of racism and sexism (Blanchard, 1989). Literature showed that many institutions felt the new requirements of the law were lowering the standards of employment; others were going through the motions, meeting the letter of the law but not the spirit of the law (Commission on Civil Rights, 1975; Santos, 1990). Some institutions were able to reject the conscious malevolence and gross indifference but were unable to confront the levels of unconscious action and indifferences (Olivas, 1989).

The new Civil Rights Act of 1990, if supported by President Bush, had as its intent the banning of discrimination and restoring of rights taken away by years of court actions. While this law was vetoed by the President,

Congress is still committed to banning discrimination, and Higher Education must follow. Institutions of Higher Education will be closely monitored to ensure a renewed commitment and compliance with Affirmative Action.

The study showed a significant relationship between gender for questions one (Table 4), "Do you believe there is a difference between Equal Access and Affirmative Action?", six, (Table 5), "Do you believe the College should make a good-faith effort to achieve the goal of additional women and minorities?", and seven (Table 6), "Do you believe there should be a concern about Cultural Diversity on the campus of Broome Community College?". In each of the three questions, both the males and females showed a significant difference in response to the question, with the women being more unified for each question. In questions eight (Table 7), "Do you believe there is a relationship between Cultural Diversity and Affirmative Action?", and nine (Table 8), "Do you believe there is a relationship between Cultural Diversity and Equal Access?", there was no significant relationship shown between gender and the results from the survey. Both the males and females were neutral in their response. The study did not conclude any correlation between the variable (gender) and results of the questions on the survey.

The study showed a significant relationship between length of service for questions one (Table 4), "Do you believe there is a difference between Equal Access and

Affirmative Action?", and seven (Table 6), "Do you believe there should be a concern about Cultural Diversity on the campus of Broome Community College?". In each of the questions, those responding with less than 15 years of service showed a significant difference in response to the question, with this group being more unified than the group with 15 years of service and over for both questions. The group of over 15 years of service showed a significant response to question one and were neutral in response to question seven.

In questions six (Table 5), "Do you believe the College should make a good-faith effort to achieve the goal of additional women and minorities?", eight (Table 7), "Do you believe there is a relationship between Cultural Diversity and Affirmative Action?", and nine (Table 8), "Do you believe there is a relationship between Cultural Diversity and Equal Access?", there was no significant relationship shown between length of service and the results from the survey. Both the group with 15 years of service and over and the group with less than 15 years of service showed a significant response to question six (Table 5) and were neutral in their response to the other two questions (eight and nine). The study did not conclude any correlation between the variable (length of service) and results of the questions on the survey.

The study showed a significant relationship between highest degree earned for questions one (Table 4), "Do you

believe there is a difference between Equal Access and Affirmative Action?", six (Table 5), "Do you believe the College should make a good-faith effort to achieve the goal of additional women and minorities?", eight (Table 7), "Do you believe there is a relationship between Cultural Diversity and Affirmative Action?", and nine (Table 8), "Do you believe there is a relationship between Cultural Diversity and Equal Access?". In questions one and six both the group with Bachelors/Masters and the group with Doctorates showed a significant difference in response to the question, with the group of Doctorates being more unified. On question eight both groups were neutral in their responses. On question nine the Doctorate group showed a significant difference in response to the question, and the Bachelors/Masters were neutral.

In question seven (Table 6), "Do you believe there should be a concern about Cultural Diversity on the campus of Broome Community College?", there was no significant relationship shown between degree earned and the results from the survey. The respondents with Bachelors/Masters degrees showed a significant response to the question, and the Doctorates were neutral in their response. The study did not conclude any correlation between the variable (highest degree earned) and results of the questions on the survey.

Conclusions

A conclusion from the literature review is that some institutions of Higher Education have policies and

procedures which discriminate against women and minorities. These institutions must establish effective methods for resolving the problem and bring an end to discrimination (Farley, 1981). Dr. Boyer stated that affirmative action charges the institution with the challenge of diversity. The challenge is to remedy the underutilization of minorities and women and to prevent future discrimination. Faculty and administration need to redefine their attitude and promote equality. The Commission of Civil Rights stated the attitude of the college reflects the attitude of its administration and faculty.

This study did not conclude there was a significant relationship between gender, length of service or highest degree earned and the responses to the attitude survey of the full-time faculty and administration at Broome Community College. There was a significant relationship between the three variables and the responses to the attitude survey on one of the questions (question one). The variable highest degree earned also showed a significant relationship to the responses to the attitude survey on questions one, six, eight and nine. The variables gender and length of service showed no significant relationship to the responses of the attitude survey for questions eight and nine.

Implications

An implication of the literature review is these policies and concerns from Congress have been enacted to improve the educational level of higher education by

reflecting society and are to be seen as an enrichment of the campus. The review of the contingency tables as they were compiled for the composite tables implies that the faculty members and administrators do not understand the meaning of Affirmative Action/Equal Access and their relationship to Cultural Diversity. The study also implies that of the three variables studied which have influence on a person's attitude the respondents were most likely to show a relationship to their answer based upon the highest degree earned (four of the five questions) before the variables of gender and length of service would indicate a relationship.

The females were unified in their responses to three out of the five questions (questions one, six, and seven). The Doctorates showed unification on two questions (questions one and six) and the group of less than 15 years of service showed unification on two questions (one and seven). This further supports that the study could not show a significant relationship between the three variables and the responses of the survey.

While no significant relationships were supported, the study did imply some differences in response to the survey based on gender, length of service and highest degree earned. The number of times the women showed a significant difference to the response (three out of five questions to the males' two out of five) and their unity (three questions to zero for the males) implies the women are more in common with one another than the men. The number of times the

group of under 15 years of service showed a significant difference to the response (three out of five questions to the 15 and over group's two out of five) and their unity (two questions to zero for the over 15 years of service) implies the faculty members and administrators with less than 15 years of service are more in common with one another than those with 15 years of service and over. The number of times the group of Doctorates showed a significant difference to the response (three out of five questions to the group of Bachelors/Masters three out of five) does not imply any difference; however, their unity (two questions to zero for the Bachelors/Masters) and their larger numbers of positive responses (four questions to one for the Bachelors/Masters) implies the group of faculty members and administrators with Doctorates responded more in common with one another than the group with Bachelors/Masters as their highest degree.

Recommendations

There was one recommendation to be made from this study which could have been made without the results of this study. Literature supports that an audit is in line and will benefit the institution. This study could be utilized as the beginning of that audit. This recommendation will be made to the affirmative action officer and the vice president of academic affairs. While there was not a significant relationship found for each variable (gender, length of service and highest degree earned) in all questions, there

were sufficient indications that some of the variables affect responses in some questions (topics).

This study (survey and literature review) will be made available to the faculty members and administrators from the office of affirmative action. Reading the report might activate interest on the campus toward a discrimination-free campus (Equal Opportunity) and eliminate the effects of past discrimination (Affirmative Action). The end result might be the campus would become better informed of the meaning of affirmative action/equal access and encourage faculty diversification.

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APPENDICES

APPENDIX A

Survey to Determine the Attitude of Faculty/Administration Toward Affirmative Action/Equal Access

As part of a research project and in partial fulfillment of the requirements for the degree of Doctor of Education, I would appreciate your taking the time to answer the following:

Position: Faculty___ Administration___

Gender: Male ___ Female ___

Length of Service at BCC Under 15 years of service ___
15 years and over ___

Highest Level of Education:
Associates ___
Bachelors ___
Masters ___
Doctorate ___

1. Do you believe there is a difference between Equal Access and Affirmative Action? YES _____ NO _____

2. Do you support Equal Access? YES _____ NO _____

3. Do You support Affirmative Action? YES _____ NO _____

4. Do you believe the College should develop language to ensure equal access? YES _____ NO _____

5. Do you believe the College should develop language to ensure equal promotional opportunity for all hired?
YES _____ NO _____

6. Do you believe the College should make a good-faith effort to achieve the goal of additional women and minorities?
YES _____ NO _____

7. Do you believe there should be a concern about Cultural Diversity on the campus of Broome Community College?
YES _____ NO _____

8. Do you believe there is a relationship between Cultural Diversity and Affirmative Action? YES _____ NO _____

9. Do you believe there is a relationship between Cultural Diversity and Equal Access? YES _____ NO _____

Thank you for taking the time to complete this research. Please return in the mail (Davenport B-216A) or drop off in the Business Division office.

Any questions please do not hesitate to call Bill Davenport at 5300 (or leave a message at 5008)

APPENDIX B

Table 1

Contingency Table Showing Relationship Between Gender and Responses to Question "Do you believe there is a Difference between Equal Access and Affirmative Action?"
Broome Community College, Spring 1991

DATA	Male	Female	Total
YES	60 (63.33)	35 (31.66)	95
NO	10 (6.66)	0 (3.33)	10
Total	70	35	105

Male/Female
one degree of freedom

Test results (5.578); Significant (3.841)

Male/Female showed a Significant difference in response of the two groups

Table 2

Contingency Table Showing Relationship Between Years of Service and Responses to Question "Do you believe there is a difference between Equal Access and Affirmative Action?" Broome Community College, Spring 1991

DATA	Under 15 Years Service at BCC	15 Years and Over at BCC	Total
YES	55 (49.76)	40 (45.24)	95
NO	0 (5.24)	10 (4.76)	10
Total	55	50	105

Years of Service
one degree of freedom

Test results (12.7) Significant (3.841)

Years of service showed a Significant difference in response of the two groups

Table 3

Contingency Table Showing Relationship Between Highest Degree Earned and Responses to Question "Do you believe there is a difference between Equal Access and Affirmative Action?" Broome Community College, Spring 1991

DATA	Bachelors	Masters	Doctorate	Total
YES	5 (4.05)	55 (60.71)	25 (20.24)	85
NO	0 (.950)	20 (14.28)	0 (4.76)	20
Total	5	75	25	105

Highest degree
2 degrees of freedom

Test results (9.88); Significant (5.991)

Highest Degree showed a Significant difference in response between the three groups

Table 4

Contingency Table Showing Relationship Between Gender and Responses to Question "Do you believe the college should make a good-faith effort to achieve the goal of additional women and minorities? Broome Community College, Spring, 1991

DATA	Male	Female	Total
YES	55 (60.00)	35 (30.00)	90
NO	15 (10.00)	0 (5.00)	15
Total	70	35	105

Male/Female
one degree of freedom

Test results (7.915); Significant (3.841)

Male/Female showed a Significant difference between the two groups

Table 5

Contingency Table Showing Relationship Between Years of Service and Responses to Question "Do you believe the College should make a good-faith effort to achieve the goal of additional women and minorities?" Broome Community College, Spring, 1991

DATA	Under 15 Years Service at BCC	15 Years and Over at BCC	Total
YES	50 (47.14)	40 (42.85)	90
NO	5 (7.8)	10 (7.14)	15
Total	55	50	105

Years of Service
one degree of freedom

Test results (2.46); Significant (3.841)

Years of Service showed No Significant difference between the two groups

Table 6

Contingency Table Showing Relationship Between Highest Degree Earned and Responses to Question "Do you believe the College should make a good-faith effort to achieve the goal of additional women and minorities?"
Broome Community College, Spring 1991

DATA	Bachelors	Masters	Doctorate	Total
YES	5 (4.2)	60 (64.28)	25 (19.04)	90
NO	0 (.714)	15 (10.71)	0 (3.57)	15
Total	5	75	25	105

Highest degree
two degrees of freedom

Test results (6.479); Significant (5.991)

Highest degree showed a Significant difference in response between the three groups

Table 7

Contingency Table Showing Relationship Between Gender and Responses to Question "Do you believe there should be a concern about Cultural Diversity on the campus of Broome Community College?
Broome Community College, Spring, 1991

DATA	Male	Female	Total
YES	40 (50.00)	30 (25.00)	70
NO	30 (20.00)	5 (10.0)	35
Total	70	35	105

Male/Female
one degree of freedom

Test results (9.92); Significant (3.841)

Male/Female showed a Significant difference in response of the two groups

Table 8

Contingency Table Showing Relationship Between Years of Service and Responses to Question "Do you believe there should be a concern about Cultural Diversity on the campus of Broome Community College?" Broome Community College Spring, 1991

DATA	Under 15 Years Service at BCC	15 Years and Over at BCC	Total
YES	45 (39.30)	30 (35.70)	75
NO	10 (15.7)	20 (14.3)	30
Total	55	50	105

Years of Service
one degree of freedom

Test (6.077) Significant (3.841)

Years of service showed a Significant difference in response in the two groups

Table 9

Contingency Table Showing Relationship Between Highest Degree Earned and Responses to Question "Do you believe there should be a concern about Cultural Diversity on the campus of Broome Community College?" Broome Community College, Spring 1991

DATA	Bachelors	Masters	Doctorate	Total
YES	5 (3.33)	50 (50)	15 (16.66)	70
NO	0 (1.66)	25 (25)	10 (8.34)	35
Total	5	75	25	105

Highest degree
two degrees of freedom

Test results (2.992); Significant (5.9910)

Highest degree showed No Significant difference in response of the three groups

Table 10

Contingency Table Showing Relationship Between Gender and Responses to Question "Do you believe there is a relationship between Cultural Diversity and Affirmative Action?" Broome Community College, Spring 1991

DATA	Male	Female	Total
YES	35 (38.0)	22 (19.0)	57
NO	35 (32.0)	13 (16.0)	48
Total	70	35	105

Male/Female
one degree of freedom

Test results (1.54); Significant (3.841)

Male/Female showed No Significant difference between response of the two groups

Table 11

Contingency Table Showing Relationship Between Years of Service and Responses to Question "Do you believe there is a relationship between Cultural Diversity and Affirmative Action?" Broome Community College, Spring, 1991

DATA	Under 15 Years Service at BCC	15 Years and Over at BCC	Total
YES	30 (28.8)	25 (26.2)	55
NO	25 (26.2)	25 (23.8)	50
Total	55	50	105

Years of Service
one degree of freedom

Test results (.2203); Sign (3.841)

Years of service showed No Significant difference in response of the two groups

Table 12

Contingency Table Showing Relationship Between Highest Degree Earned and Responses to Question "Do you believe there is a relationship between Cultural Diversity and Affirmative Action?" Broome Community College, Spring 1991

DATA	Bachelors	Masters	Doctorate	Total
YES	5 (2.38)	35 (50.75)	15 (11.9)	55
NO	0 (2.61)	40 (39.28)	10 (13)	50
Total	5	75	25	105

Highest Degree
two degrees of freedom

Test results (6.13); Significant (5.991)

Highest degree showed No Significant difference in response to the three groups

Table 13

Contingency Table Showing Relationship Between Gender and Responses to Question "Do you believe there is a relationship between Cultural Diversity and Equal Access?", Broome Community College, Spring 1991

DATA	Male	Female	Total
YES	30 (33.3)	20 (16.6)	50
NO	40 (36.6)	15 (18.4)	55
Total	70	35	105

Male/Female
one degree of freedom

Test results (1.9555); Significant (3.841)

Male/Female showed No Significant difference in response of the two groups

Table 14

Contingency Table Showing Relationship Between Years of Service and Responses to Question "Do you believe there is a relationship between Cultural Diversity and Equal Access? "Broome Community College Spring 1991

DATA	Under 15 Years Service at BCC	15 Years and Over at BCC	Total
YES	30 (28.80)	25 (26.2)	55
NO	25 (26.2)	30 (23.8)	50
Total	55	50	105

Years of Service
one degree of freedom

Test results (.2100); Significant (3.841)

Years of service showed No Significant difference in response of the two groups

Table 15

Contingency Table Showing Relationship Between Highest Degree Earned and Responses to Question "Do you believe there is a difference between Cultural Diversity and Equal Access?" Broome Community College, Spring 1991

DATA	Bachelors	Masters	Doctorate	Total
YES	5 (3.09)	40 (46.43)	20 (15.47)	65
NO	0 (1.90)	35 (28.57)	5 (9.53)	40
Total	5	75	25	105

Highest Degree
two degrees of freedom

Test results (8.896); Significant (5.991)

Highest degree showed a Significant difference in response of the three groups

APPENDIX C

Table A

Contingency Table Showing Relationship Between MALE and Responses to Question "Do you believe there is a Difference between Equal Access and Affirmative Action?"
Broome Community College, Spring 1991
Male

DATA	YES	NO	Total
Observed	60 (35)	10 (35)	70
Total	60	10	70

Male
one degree of freedom
Test results (35.71); Significant (3.841)
Male showed a Significant difference in response

Table B

Contingency Table Showing Relationship Between FEMALE and Responses to Question "Do you believe there is a Difference between Equal Access and Affirmative Action?"
Broome Community College, Spring 1991
Female

DATA	YES	NO	Total
Observed	35 (17.5)	0 (17.5)	35
Total	35	0	35

Female
one degree of freedom
Test results (23.31); Significant (3.841)
Female showed a Significant difference in response

Table C

Contingency Table Showing Relationship Between Years of Service And Responses to Question "Do you believe there is a Difference between Equal Access and Affirmative Action?"
Broome Community College, Spring 1991
15 Years of Service and Over

DATA	YES	NO	Total
Observed	40 (25)	10 (25)	50
Total	40	10	50

Service over 15 years
one degree of freedom
Test results (18.00); Significant (3.841)
Service over 15 years showed a Significant difference in response in the two groups.

Table D

Contingency Table Showing Relationship Between Years of Service And Responses to Question "Do you believe there is a Difference between Equal Access and Affirmative Action?"
Broome Community College, Spring 1991
Under 15 years of Service

DATA	YES	NO	Total
Observed	55 (27.5)	0 (27.5)	55
Total	55	0	55

Service under 15 years
one degree of freedom
Test results (55.00); Significant (3.841)
Service under 15 years showed a Significant difference in response in the two groups.

Table E

Contingency Table Showing Relationship Between Highest Degree Earned And Responses to Question "Do you believe there is a Difference between Equal Access and Affirmative Action?"
Broome Community College, Spring 1991
Bachelors/Masters

DATA	YES	NO	Total
Observed	61	10	71
	(35.5)	(35.5)	
Total	61	10	71

Bachelors/Masters
one degree of freedom
Test results (36.62); Significant (3.841)
Bachelors/Masters showed a Significant difference in response in the three groups.

Table F

Contingency Table Showing Relationship Between Highest Degree Earned And Responses to Question "Do you believe there is a Difference between Equal Access and Affirmative Action?"
Broome Community College, Spring 1991
Doctorate

DATA	YES	NO	Total
Observed	24	0	24
	(12.5)	(12.5)	
Total	24	0	24

Doctorate
one degree of freedom
Test results (24.02); Significant (3.841)
Doctorate showed a Significant difference in response in the three groups.

Table G

Contingency Table Showing Relationship Between MALE and Responses to Question "Do you believe the College should make a good-faith effort to acheive the goal of additional Women and Minorities?" Broome Community College, Spring 1991
Male

DATA	YES	NO	Total
Observed	55 (35)	15 (35)	70
Total	55	15	70

Male
one degree of freedom
Test results (22.85); Significant (3.841)
Male showed a Significant difference in response in the two groups.

Table H

Contingency Table Showing Relationship Between Female and Responses to Question "Do you believe the College should make a good-faith effort to acheive the goal of additional Women and Minorities?" Broome Community College, Spring 1991
Female

DATA	YES	NO	Total
Observed	35 (17.5)	0 (17.5)	35
Total	35	0	35

Female
one degree of freedom
Test results (35.00); Significant (3.841)
Female showed a Significant difference in response of the two groups

Table I

Contingency Table Showing Relationship Between Years of Service And Responses to Question "Do you believe the College should make a good-faith effort to acheive the goal of additional Women and Minorities" Broome Community College, Spring 1991
15 Years of Service and Over

DATA	YES	NO	Total
Observed	40 (25)	10 (25)	50
Total	40	10	50

Service over 15 years
one degree of freedom
Test results (18.00); Significant (3.841)
Service over 15 years showed a Significant difference in response

Table J

Contingency Table Showing Relationship Between Years of Service And Responses to Question "Do you believe the College should make a good-faith effort to acheive the goal of additional Women and Minorities Broome Community College, Spring 1991
Under 15 years of Service

DATA	YES	NO	Total
Observed	50 (27.5)	5 (27.5)	55
Total	50	5	55

Service under 15 years
one degree of freedom
Test results (36.81); Significant (3.841)
Service under 15 years showed a Significant difference in response in the two groups.

Table K

Contingency Table Showing Relationship Between Highest Degree Earned and Responses to Question "Do you believe the College Should make a good-faith effort to acheive the goal of additional Womenn and Minorities" Broome Community College, Spring 1991
Bachelors/Masters

DATA	YES	NO	Total
Observed	65 (25)	15 (25)	80
Total	65	15	80

Bachelors/ Masters
one degree of freedom
Test results (31.25); Significant (3.841)
Bachelors/Masters showed a Significant difference in response of the three groups

Table L

Contingency Table Showing Relationship Between Highest Degree Earned and Responses to Question "Do you believe the College Should make a good-faith effort to acheive the goal of additional Womenn and Minorities" Broome Community College, Spring 1991
Doctorate

DATA	YES	NO	Total
Observed	25 (12.5)	0 (12.5)	25
Total	25	0	25

Doctorate
one degree of freedom
Test results (25.00); Significant (3.841)
Doctorate showed a Significant difference in response of the three groups.

Table M

Contingency Table Showing Relationship Between MALE and Responses to Question "Do you believe there should be a Concern about Cultural Diversity on the campus of Broome Community College?" Broome Community College, Spring 1991
Male

DATA	YES	NO	Total
Observed	40 (35)	30 (35)	70
Total	40	30	70

Male
one degree of freedom
Test results (.1428); Significant (3.841)
Male showed no Significant difference in response in the two groups (Neutral).

Table N

Contingency Table Showing Relationship Between Female And Responses to Question "Do you believe there should be a Concern about Cultural Diversity on the campus of Broome Community College?" Broome Community College, Spring 1991
Female

DATA	YES	NO	Total
Observed	30 (17.5)	5 (17.5)	35
Total	30	5	35

Female
one degree of freedom
Test results (17.85); Significant (3.841)
Female showed a Significant difference in response of the two groups.

Table O

Contingency Table Showing Relationship Between Years of Service And Responses to Question "Do you believe there should be a Concern about Cultural Diversity on the campus of Broome Community College?" Broome Community College, Spring 1991
15 Years of Serice and Over

DATA	YES	NO	Total
Observed	30	20	50
	(25)	(25)	
Total	30	20	50

15 Years of service and over
one degree of freedom
Test results (2.0); Significant (3.841)
15 Years of serice and over showed no Significant difference in response in the two groups (Neutral).

Table P

Contingency Table Showing Relationship Between Years of Service And Responses to Question "Do you believe there should be a Concern about Cultural Diversity on the campus of Broome Community College?" Broome Community College, Spring 1991
Under 15 years of Service

DATA	YES	NO	Total
Observed	45	10	55
	(27.5)	(27.5)	
Total	45	10	55

Under 15 Years of Service
one degree of freedom
Test results (22.27); Significant (3.841)
Under 15 years of service showed a Significant difference in response of the two groups.

Table Q

Contingency Table Showing Relationship Between Highest Degree Earned and Response to "Do you Believe there should be a concern about Cultural Diversity on the campus of Broome Community College?" Broome Community College, Spring 1991
Bachelors/Masters

DATA	YES	NO	Total
Observed	55 (40)	25 (40)	80
Total	55	25	80

Bachelors/ Masters
one degree of freedom
Test results (11.25); Significant (3.841)
Bachelors/Masters showed a Significant difference in response of the three groups.

Table R

Contingency Table Showing Relationship Between Highest Degree Earned and Response to "Do you Believe there should be a concern about Cultural Diversity on the campus of Broome Community College?" Broome Community College, Spring 1991
Doctorate

DATA	YES	NO	Total
Observed	15 (12.5)	10 (12.5)	25
Total	15	10	25

Doctorate
one degree of freedom
Test results (1.000); Significant (3.841)
Doctorate showed no Significant difference in response of the three groups (Neutral).

Table S

Contingency Table Showing Relationship Between MALE and Responses to Question "Do you believe there is a relationship Between Cultural Diversity and Affirmative Action?" Broome Community College, Spring, 1991
Male

DATA	YES	NO	Total
Observed	35 (35)	35 (35)	70
Total	35	35	70

Male
one degree of freedom
Test results (0.00); Significant (3.841)
Male showed no Significant difference in response in the two groups (Neutral).

Table T

Contingency Table Showing Relationship Between Female And Responses to Question "Do you believe there is a relationship Between Cultural Diversity and Affirmative Action?" Broome Community College, Spring 1991
Female

DATA	YES	NO	Total
Observed	22 (17.5)	13 (17.5)	35
Total	22	13	35

Female
one degree of freedom
Test results (2.314); Significant (3.841)
Female showed no Significant difference in response of the two groups.

Table U

Contingency Table Showing Relationship Between Years of Service And Responses to Question "Do you believe there is a Relationship between Cultural Diversity and Affirmative Action?" Broome Community College, Spring 1991
15 Years of Serice and Over

DATA	YES	NO	Total
Observed	25 (25)	25 (25)	50
Total	25	25	50

15 Years of service and over
one degree of freedom
Test results (0.0); Significant (3.841)
15 Years of serice and over showed no Significant difference in response in the two groups (Neutral).

Table V

Contingency Table Showing Relationship Between Years of Service And Responses to Question "Do you believe there is a Relationship between Cultural Diversity and Affirmative Action? Broome Community College, Spring 1991
Under 15 years of Service

DATA	YES	NO	Total
Observed	30 (27.5)	25 (27.5)	55
Total	30	25	55

Under 15 Years of Service
one degree of freedom
Test results (.4545); Significant (3.841)
Under 15 years of service showed no Significant difference in response of the two groups.

Table W

Contingency Table Showing Relationship Between Highest Degree Earned and Response to "Do you believe there is a Relationship between Cultural Diversity and Affirmative Action?" Broome Community College, Spring 1991
Bachelors/Masters

DATA	YES	NO	Total
Observed	40 (40)	40 (40)	80
Total	40	40	80

Bachelors/ Masters
one degree of freedom
Test results (0.00); Significant (3.841)
Bachelors/Masters showed no Significant difference in response of the three groups.

Table X

Contingency Table Showing Relationship Between Highest Degree Earned and Response to "Do you believe there is a Relationship between Cultural Diversity and Affirmative Action?" Broome Community College, Spring 1991
Doctorate

DATA	YES	NO	Total
Observed	15 (12.5)	10 (12.5)	25
Total	15	10	25

Doctorate
one degree of freedom
Test results (1.000); Significant (3.841)
Doctorate showed no Significant difference in response of the three groups (Neutral).

Table Y

Contingency Table Showing Relationship Between MALE and Responses to Question "Do you believe there is a relationship Between Cultural Diversity and Equal Access" Broome Community College, Spring, 1991
Male

DATA	YES	NO	Total
Observed	30 (35)	40 (35)	70
Total	30	40	70

Male
one degree of freedom
Test results (1.60); Significant (3.841)
Male showed no Significant difference in response in the two groups (Neutral).

Table Z

Contingency Table Showing Relationship Between Female And Responses to Question "Do you believe there is a relationship Between Cultural Diversity and Equal Access" Broome Community College, Spring 1991
Female

DATA	YES	NO	Total
Observed	20 (17.5)	15 (17.5)	35
Total	20	15	35

Female
one degree of freedom
Test results (.714); Significant (3.841)
Female showed no Significant difference in response of the two groups.

Table AA

Contingency Table Showing Relationship Between Years of Service And Responses to Question "Do you believe there is a Relationship between Cultural Diversity and Equal Access?"
Broome Community College, Spring 1991
15 Years of Serice and Over

DATA	YES	NO	Total
Observed	25 (25)	25 (25)	50
Total	25	25	50

15 Years of service and over
one degree of freedom
Test results (0.0); Significant (3.841)
15 Years of serice and over showed no Significant difference in response in the two groups (Neutral).

Table BB

Contingency Table Showing Relationship Between Years of Service And Responses to Question "Do you believe there is a Relationship between Cultural Diversity and Equal Access? "
Broome Community College, Spring 1991
Under 15 years of Service

DATA	YES	NO	Total
Observed	30 (27.5)	25 (27.5)	55
Total	30	25	55

Under 15 Years of Service
one degree of freedom
Test results (.4545); Significant (3.841)
Under 15 years of service showed no Significant difference in response of the two groups.

Table CC

Contingency Table Showing Relationship Between Highest Degree Earned and Response to "Do you believe there is a Relationship between Cultural Diversity and Equal Access?"
Broome Community College, Spring 1991
Bachelors/Masters

DATA	YES	NO	Total
Observed	45 (40)	35 (40)	80
Total	45	35	80

Bachelors/ Masters
one degree of freedom
Test results (1.25); Significant (3.841)
Bachelors/Masters showed no Significant difference in response of the three groups.

Table DD

Contingency Table Showing Relationship Between Highest Degree Earned and Response to "Do you believe there is a Relationship between Cultural Diversity and Equal Access?"
Broome Community College, Spring 1991
Doctorate

DATA	YES	NO	Total
Observed	20 (12.5)	5 (12.5)	25
Total	20	5	25

Doctorate
one degree of freedom
Test results (9.000); Significant (3.841)
Doctorate showed a Significant difference in response of the three groups.

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